



# Learn and Serve Information Session

November 25, 2003



Engaging Youth in "Exploring the Past, Present, and Future  
of Their Neighborhoods"

# Agenda



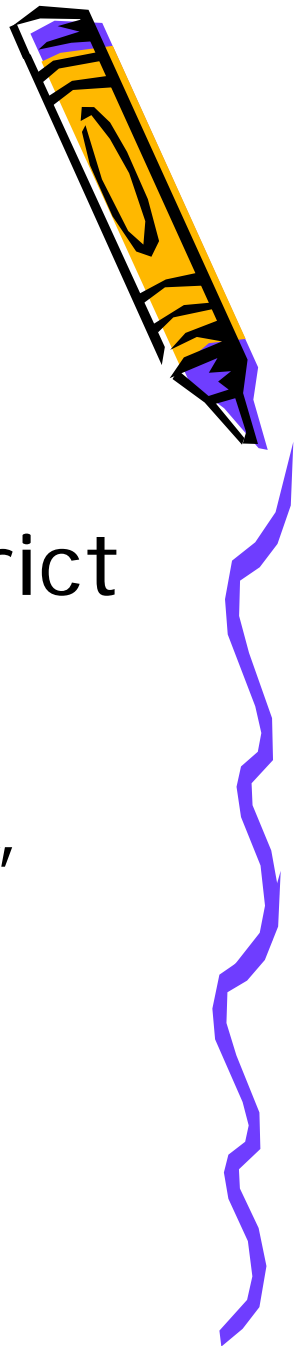
- Definition:
  - What is service-learning?
- Goals
  - Community-Based
  - School-Based
- What you should know about designing a learn and serve project
- Review and selection criteria
- Performance Measures
- Writing the application and budget
- Application due date
- Q & A



# DC Commission on National and Community Service

## Mission Statement

"Our mission is to promote the District  
of Columbia's spirit of service  
through national service,  
partnerships, and volunteerism."



# The Role of DC-CNCS

The DC Commission on National and Community Service will:

- Administer funding
- Conduct oversight of federal funds
- Interpret federal rules and regulations



# What is Service Learning?

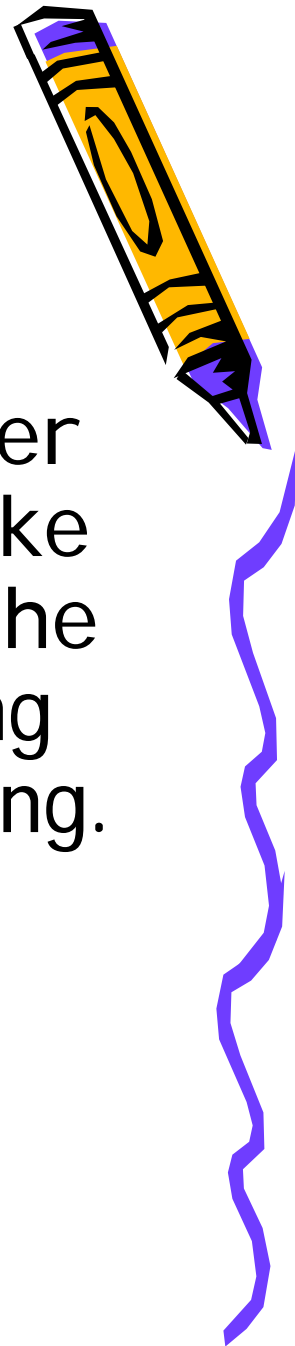


- Service learning is a teaching method that combines meaningful service to the community with curriculum-based learning. This type of learning also allows students to reflect on their service experience by making the connection between classroom and community learning. Students understand how they can impact positive change.

Cite: Adapted from the learning in Deed website – [www.learningindeed.org](http://www.learningindeed.org)



# What is Service Learning?



- Service learning also builds stronger academic skills. First, students take an active role in determining how the projects are accomplished, creating interest and excitement for learning. Second, service-learning accommodates many different learning styles.



# What is Service-Learning?



Is coordinated with a community service program and the community.

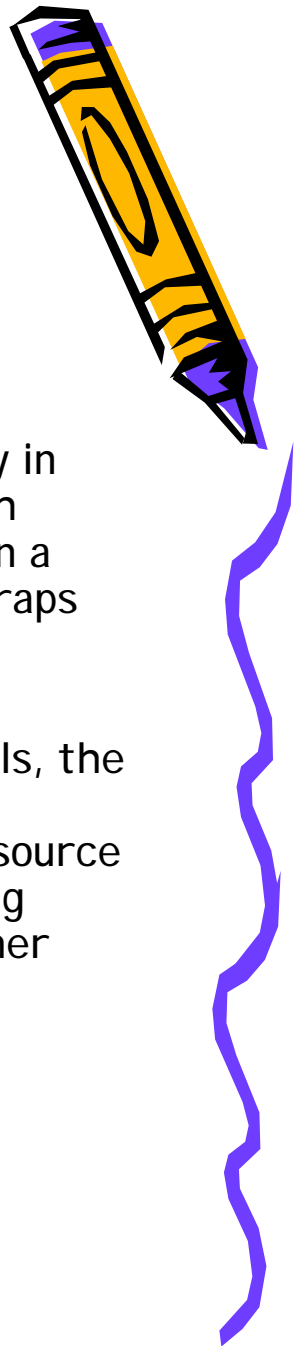


# Examples

- Students in the Earthworks Junior Master Composting Program in Grapevine, Texas increased awareness of the positive role youth play in waste reduction at home and at school by composting. Fifth and sixth graders learn about composting and vermicomposting (using worms) in a four-hour course that teaches how to turn leaves, grass, and food scraps into “black gold,” or compost.

The youth participants learn about the history of garbage and landfills, the definition of organic material, and the principles of composting. Participating schools receive a compost bin, thermometer, manual, resource books, and worm bin. Students spend an additional four hours teaching parents and neighbors to compost yard trimmings or working with other students at school composting demonstration sites.

Cite: Adapted from Michigan Community Service Commission website – [www.michigan.gov/mcsc](http://www.michigan.gov/mcsc)





# Examples

- As a part of a history class, middle school students conduct research on the history of their community and write stories that are then displayed at the town hall. The students interview townspeople and visit local libraries to collect information. In addition to enhancing their writing and research skills, the students gain an understanding of their community history through their work and the subsequent classroom reflection.

Cite: Adapted from the learning in Deed website - [www.learningindeed.org](http://www.learningindeed.org)



# Overall goals of the Learn and Serve Grants Community Based

- To develop and build support for high-quality service learning projects in DC that will ultimately assist local nonprofits, community and faith based organizations, and local units of government that may provide after-school programming in collaboration with local schools to effectively administer service learning projects as part of their youth programming;



# Overall goals of the Learn and Serve Grants Community Based

- To increase and enhance opportunities for youth to serve by identifying youth volunteerism opportunities at community and faith-based organizations; and
- To promote recognition initiatives for youth engaged in service (President's Volunteer Service Award, Mayor's Community Service Award, etc.) to recognize and to award outstanding performance of participants.



# Overall goals of the Learn and Serve Grants

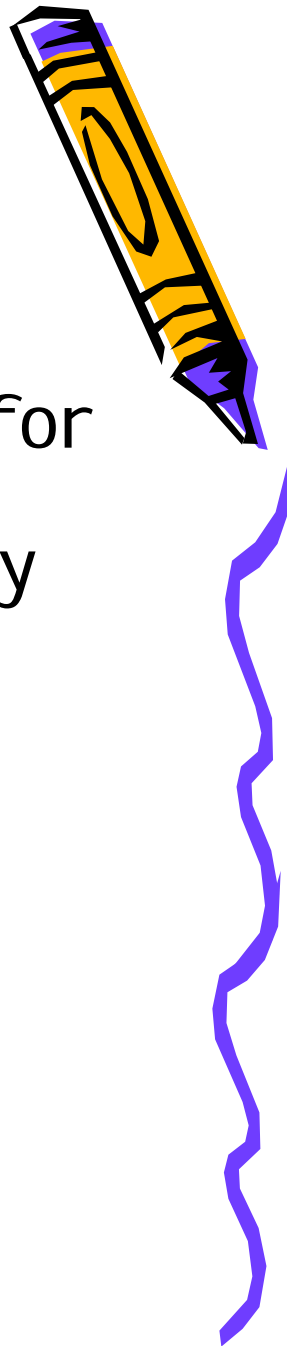
## School Based

- To enhance the education of youth by including service learning as an academic strategy;
- To develop and build support for high-quality service-learning projects in DC that will ultimately assist local school districts, principals and teachers/coordinators to effectively administer service-learning projects as part of their youth programming;

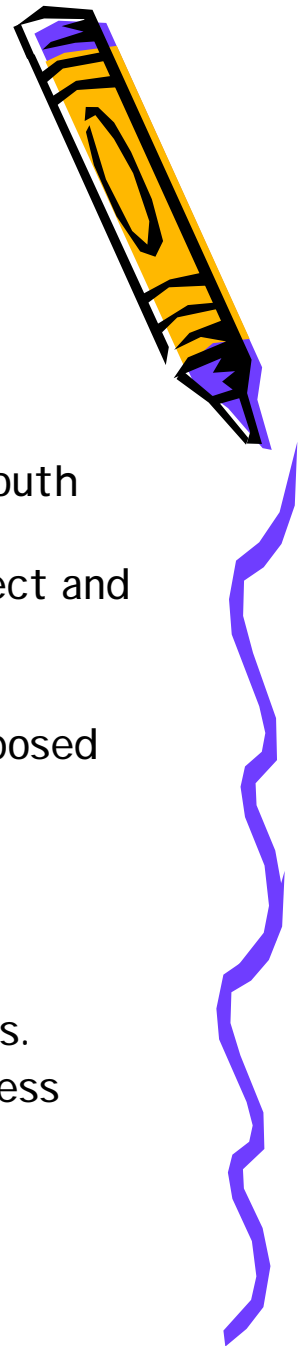


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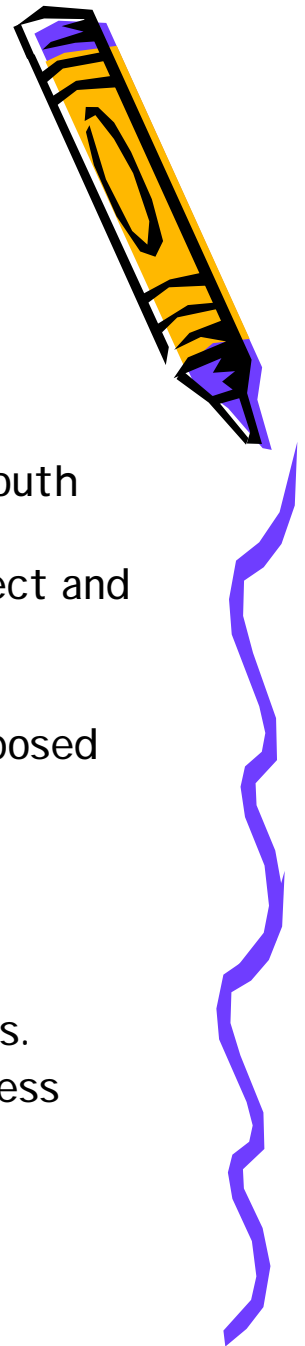
# What You Should Know About Designing a Learn and Serve Project



- Needs and Services
  - Applicants will be encouraged to develop projects that provide youth an opportunity to map their own communities.
  - Needs statements should reflect the compelling needs of a project and be supported by evidence.
  - A coordinator for the project must be identified.
  - Describe experience in service learning and how the project proposed will be tied to learning outcomes.
- Strengthening Communities
  - Community involvement in all phases is critical
  - Describe possible partnerships with faith-based organization
  - Include a viable fiscal agent, and one or more community partners.
  - Demonstrate a commitment to sustainability and cost effectiveness



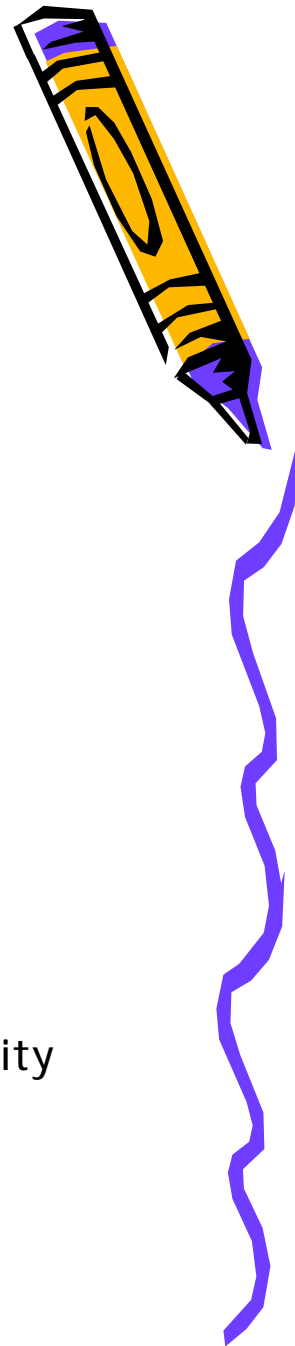
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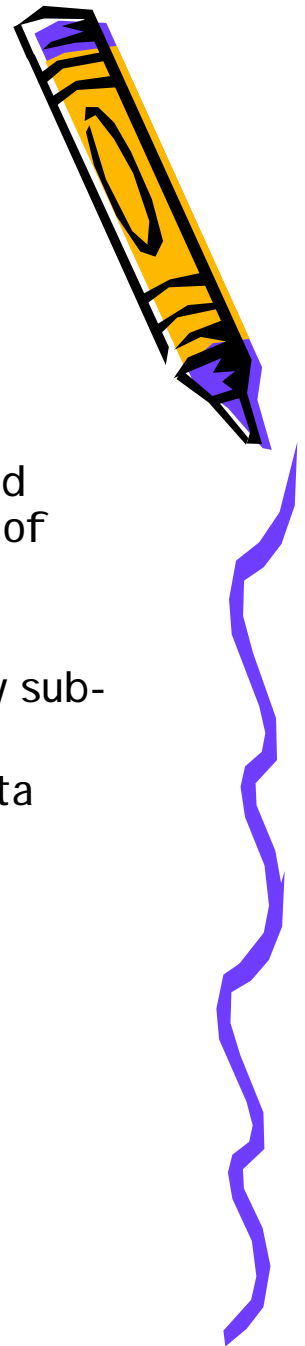


- Development of Participants
  - Youth
    - Meets Required 100 hours of community service
    - Nominate outstanding participants to receive the Mayor's Community Service Award
    - National Youth Service Day
  - Service Learning Coordinators
    - Required training in developing effective service-learning principles
    - Age appropriate learning activities
    - High quality projects should educate youth in the historical context of the laws and social policies affecting the community service they conduct





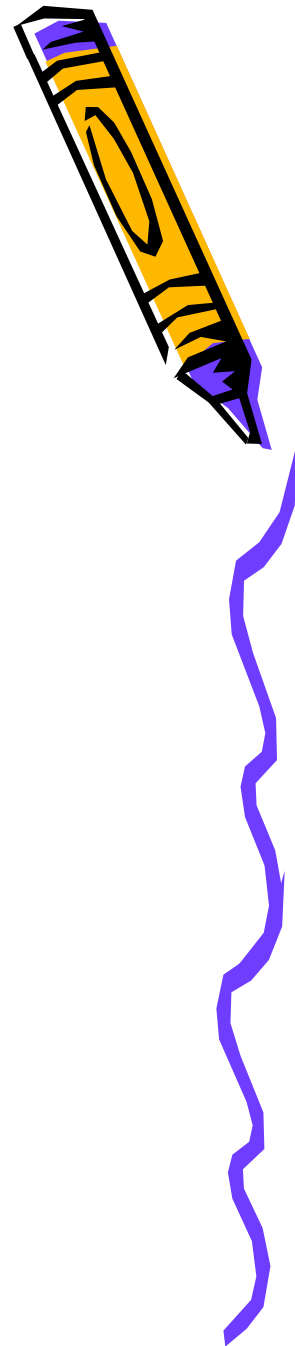
# What You Should Know About Designing a Learn and Serve Project



- Organizational Capacity
  - Keys to success lie in implementation of activities, attendance and participation in training and technical assistance , and evaluation of service-learning activities.
  - Regularly monitor the progress toward performance measures
  - Attend a three day orientation and curriculum training, quarterly sub-grantee meetings, and other trainings
  - Consider working with colleges and universities to help design data collection and evaluation systems
- Cost Effectiveness
  - Summary of statutory budget requirements
  - Consistency of treatment
  - Match



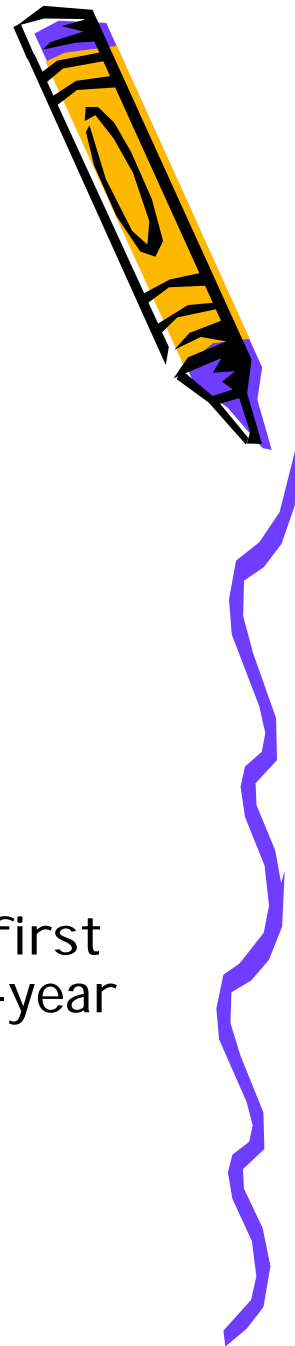
# Review and Selection Criteria



- Program Design (60%)
  - Needs and Activities (20%)
  - Strengthening Communities (20%)
  - Developing Participants (20%)
- Budget/Cost Effectiveness (25%)
- Organizational Capacity (15%)



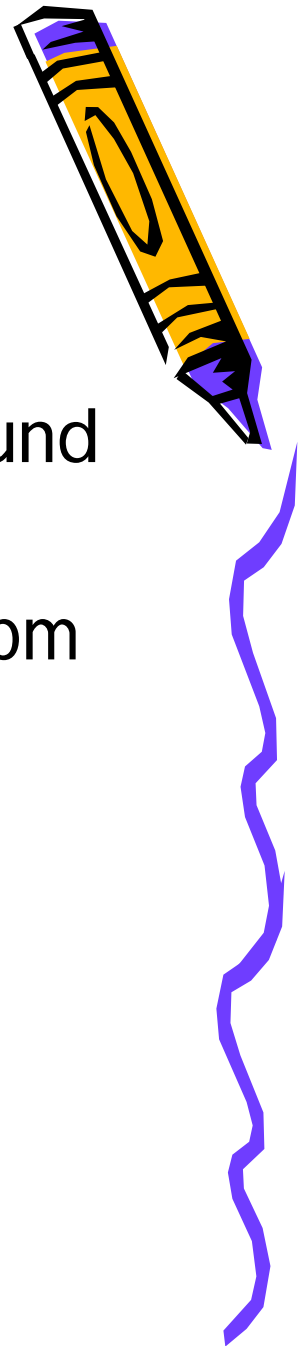
# Review and Selection Criteria



- Additional Considerations
  - High-quality and innovative
  - Potential for replication
  - Sustainability
  - Geographic diversity
- Grant Period
  - Generally a three year period
  - Applications must include proposed budget for the first year of operation and program objectives for a one-year period.



# Applications



- Electronic copies of the RFA can be found at [www.cnscs.dc.gov](http://www.cnscs.dc.gov)
- Applications must be received by 5:00 pm January 5, 2004 – NO EXCEPTIONS
- Be sure to use the provided checklist
- Submit one original and 7 copies (bound with clips, not staples)



Q & A

